

Programme 111.†

L<sub>4</sub>

(April to July, 1928.  
(September to December, 1928, overseas.)

## Parents' National Educational Union.

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### The Parents' Union School.

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(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

#### FORM IV.

PUPILS' NAMES .....

#### Bible Lessons.

The Bible text (as given in book used) must be read and narrated first.

*Old Testament History*,\* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. I., pp. xi.-xv., 1-100 (selections from *Genesis*, chapters 1-35).

*The Acts*, chapters 10-13. *The Acts of the Apostles*, by E. M. Knox (Macmillan, 4/6), pp. 157-207, may be read. *The Saviour of the World*,\* Vol. V. (P.N.E.U. Office, 3/-), pp. 129-192, with Bible passages from index.

Optional : (a) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (b) *Philips' Handy Scripture Atlas*\* (1/-). (c) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 7-39. (d) *Helps to the Study of the Bible* (Oxford Press, 3/6). (e) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 2/6), pp. 1-14, with lesson on Whitsunday. *The Church Catechism Explained*, by A. W. Robinson (Cambridge Press, 3/-).

For Sunday reading (optional) :

*The Ancient Documents and the Modern Bible*, by Dr. Paterson Smyth (Sampson Low, 3/6), pp. 73-142. Milton's *Poems* (Dent, 2/-). Bunyan's *Pilgrim's Progress* (R.T.S., 6d.).

† The 111th term of work set since the Parents' Union School began.



For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1928). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6).

Sunday Occupations: A Book of Centuries: see new illustrated leaflet by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe verses in beautiful lettering (see "Bridges"), on good paper or vellum.

#### Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

Essays, or letters, or narrative verses, on news of the week from the newspapers. or, on subjects taken from the Programme. See *A Senior English Grammar*, pp. 166-199. Webster's *Little Gem Dictionary* (Bell, 1/6), may be used.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from books read, making progress each term. *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 152-179.

Literature (including holiday and evening reading).

Shakespeare's *The Merchant of Venice*\* (Blackie, 6d.). Pepys' *Diary*\* (Blackie, 10d.). Milton's *Poems*\* (Dent, 2/-): *Samson Agonistes*. Read from *Shakespeare to Hardy, An Anthology of English Lyrics*\* (Methuen, 3/-), contemporary poets (1649-1689). For reference only, *English Literature*, by Stopford Brooke (Macmillan, 2/3), (1649-1689).

English History.

*A History of Great Britain*,\* by R. B. Mowat, Part II. (Oxford Press, 3/6), (1649-1689). Macaulay's *History of England*, chapter III. (Blackie, 10d.). Finish a chart of the 17th Century (see reprint from *P.R.*, July, 1910, 3d.). *Life and Work of the People of England* (17th

Century), by D. Hartley and M. Elliot (Batsford, 4/-), may be used. Summaries of events and dates. Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from Times Office, 6/- yearly).

#### General History.

*Medieval and Modern Times*,\* by T. R. Robinson (Ginn & Co., 10/6), (1649-1689), contemporary history from pp. 376-423 (omit set questions). *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 10/6), pp. 1-73 (to 2500 B.C.) (omit set questions).

Continue a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6: see new illustrated leaflet by Miss Bernau), putting in illustrations from all history studied during the term (Bible, English, French, General). Visit the British Museum or local museum; *Ancient and Medieval Art*, by M. W. Bulley (Methuen, 10/6) may be used.

#### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 187-210. North's Plutarch's *Lives: Agis and Cleomenes*\* (Cambridge Press, 3/6). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen*,\* by Mrs. H. A. L. Fisher (Chambers, 2/6), pp. 118-154.

#### Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

*The Ambleside Geography Book*, V.,\* (Kegan Paul, 5/-), pp. 210-267 (U.S.A., Mexico, S. America), with *The English Speaking Nations*,\* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 293-310. Huxley's *Physiography*\* (revised 1924, Macmillan, 5/-), pp. 1-78. Some account of the physiography of your neighbourhood. Philips' *Modern School Atlas of Physical, Political and Commercial Geography*\* (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History): *Reconstruction of Europe*\* (P.N.E.U. Office, 1/3). Ten minutes' exercise on maps of the world every week.

#### Natural History and Geology.†

*Winners in Life's Race*,\* by A. Buckley (Macmillan, 6/-), pp. 209-240. *The Elements of Geology*,\* by M. A. Johnston (Nelson, 3/6), pp. 81-144, with a good map of the British Isles; give some account of the geology of your own neighbourhood. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9), with flower, bird and insect lists, and make daily notes.

† Overseas members see special leaflet.



For out-door work take a special study suitable to season and climate. Study in their habitat flowers from the following families: Cruciferae, Leguminosae, Scrophulariaceae, Compositae. The following may be used: Furneaux's *A Nature Study Guide* (Longmans, 6/6), *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

#### General Science, etc.

*Some Wonders of Matter*,\* by Bishop Mercer (S.P.C.K., 5/-), pp. 159-192. *A Voyage in Space*,\* by H. H. Turner (S.P.C.K., 7/6), pp. 300-339.

#### Hygiene and Physiology, Domestic Economy.

*Physiology and Hygiene*,\* by J. Argyll Campbell (Bell, 3/6), pp. 66-111.; omit set questions.

#### Picture Study and Architecture.

Study, describe (and draw from memory details of) six reproductions\* of pictures by Titian (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for April, 1928. *The Story of Architecture*,\* by P. L. Waterhouse (Batsford, 6/-), pp. 59-105.

#### French.<sup>1</sup> (See N.B. 3.)

*L'Enseignement Littéraire du Français*, by J. Molmy, Vol. I. (Hachette, 2/6), lessons 35-41 inclusive. Teacher study preface. Read and narrate Molière's *Le Bourgeois Gentilhomme* (Hachette, 1/-). Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.).

#### Latin. (See N.B. 3.)

*Limén*,\* Part I. (Murray, 2/6), pages 1-44, with corresponding exercises. Narration of continuous passages.

#### German.<sup>1</sup> (See N.B. 3.)

*Primary German Course*,\* by O. Siepmann (Macmillan, 4/-), Lessons 27-30, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Hauff's *Die Karavane*, pp. 1-19: Kalif Storch (Hachette, 8d.).

or, preferably, Italian.<sup>1</sup> (See N.B. 3.)

*Italian Lessons and Readings*, by C. U. Clark (Harrap, 5/-), Introduction and Lessons 1-3. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo*\* (P.N.E.U. Office, 3/-), chapters xxi.-xxx. (inclusive).

<sup>1</sup> Schools may substitute the national language.

#### Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic*\* (Bell, 2/3), pp. 131-141. Mensuration, sections 219-223. Revise back work; examples may be taken from Ballard's *Fundamental Arithmetic*, Book V. (London University Press, Teacher's 2/3, Pupil's 1/1).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

#### Geometry. (See N.B. 3.)

*A Shorter School Geometry*,\* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 92, 93, 154, 155, 158-161, and revise Section I. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

#### Algebra. (See N.B. 3.)

*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 108, 109, 122-131, 134-136, or continue.

#### Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Studies in landscape drawing, sketching: *The Way to Sketch*, by Vernon Blake (Clarendon Press, 7/6), may be used. Studies in light and shade (Glass, p. 84). Drawing from memory (Glass, p. 23). Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

#### Music.

Choose and learn a suitable composition. See April *Parents' Review*, "Our Work." Teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

#### Musical Appreciation.

Purcell (see "Our Work," April *P.R.*). *Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 107-155; teacher use appendices I.-IV. *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term III.

#### Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalm 25. A scene from Shakespeare. Two poems from anthology set. A hymn.

#### Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey*\* (Chapman's translation), (Simpkin Marshall, 3/6), Books 13-16.



Scott's *Peveril of the Peak* (Dent, 2/-). *Mary Powell and Deborah's Diary*, by A. Manning (Dent, 2/-). Bunyan's *Pilgrim's Progress*, Book I. (Tercentenary edition, S.P.C.K., 6d. *The Voyage of the Beagle*, by Charles Darwin (Dent, 2/-), may be read.

#### Singing.

Three French songs, from *The Folk-Songs of France*. Book I. (Novello, 2/-). Three English songs from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6), words only (2/-), or, *The Pocket Sing-Song Book* (Novello, words and music, 1/6). *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

#### Drill, etc. (Choose new work.)

*Board of Education Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6), with *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances, music with instructions (direct from Novello, 9d.). *Peasant Dances and Songs of Many Lands* (Evans, 5/-). *How to Teach School Dances* (Evans, 4/6). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Tennis, cricket.

#### Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6); (1) *Practical Housecraft*; (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). *Needlework*, by M. K. Gifford (Nelson, 2/6). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6); make six models (Ambleside students take House of Education models), (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6). Make six models from *A Manual of Clay Modelling*, by H. Unwin (Longmans, 4/6), and see Glass, p. 151. Make garden baskets from *Basketwork*, by T. Rutherford Seed (Oxford University Press, 3/6). Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B. 1—Pupils should spend one year in Form IV. (average age 14). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, and *An Essay towards a Philosophy of Education*, 10/6, by C. M. Mason (P.N.E.U. Office).

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. Books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (not less) single lines and squares: special clipped book post envelopes, 3 for 4d.. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2½ a yard, ½ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (8½d) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.



# Parents' National Educational Union.

## The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

### FORM IV.

PUPILS' NAMES.....

#### Bible Lessons.

- I. 1. "When he was proved he was found faithful." Give two instances of this "proving," and of Abraham's faithfulness.
2. Write shortly on (a), the religious, or, (b), the moral importance of the *Book of Genesis*. Illustrate from your reading this term.
- II. 1. Sketch the character and conversion of Cornelius. What world significance has this event?
2. Describe the city of Antioch. Discuss its advantages and disadvantages as a centre of Christianity.
3. Write in verse, or prose, on "The Sheep and the Shepherd."

Writing. (Writing is also considered in each answer)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer)

First fourteen lines (to nearest full-stop) of a suitable leading article in *The Times* or other newspaper.

#### Composition.

1. Write some verses upon one of the following subjects,—
- (a), The Tercentenary of "The Pilgrim's Progress,"
- (b), Ulysses makes himself known to Telemachus,
- (c), "Discovery" (from *The Voyage of the Beagle*).
2. Write a short essay on one of the following.—"Side-lights on History" from (a), *Peveril of the Peak*, or, (b), *Mary Powell and Deborah's Diary*, or, (c), recent discoveries in the East.



### English Grammar.

1. Analyse, parsing the words in italics,—  
“*When all the birds are faint with the hot sun,  
And hide in cooling trees, a voice will run  
From hedge to hedge about the new-mown mead;  
That is the grasshopper's — he takes the lead  
In summer luxury,— he has never done  
With his delights.*”
2. Write notes on the following, giving two examples of each,—simile, metaphor, climax, bathos.
3. Name and give examples from your reading of five kinds of rimed verse.

### Literature.

1. Give a short résumé of *Samson Agonistes*, quoting favourite lines where you can.
2. Write, as from the pen of Pepys, the diary of two days in the time of Charles II.
3. Describe two of the characters that interested you most in *The Merchant of Venice*, quoting from speeches where you can.

### English History.

1. By what steps did the Lord Protector Cromwell attempt to settle the State at home and abroad upon a permanent basis?
2. Give some account of the struggle for the mastery of the seas between the Dutch and the English. Dates.
3. England in 1685 was a very different country from that in which we live. Explain and illustrate.

### General History.

1. Give some account, with drawings, of discoveries in connection with the Late Stone Age.
2. (a), Describe briefly the beginnings of Russia, and, (b), give a short sketch of Peter the Great and his reforms.

### Citizenship.

1. “A person may prepare for his calling years before he knows what it is.” Explain and illustrate how this is possible.
2. “Fortune hath no power over fortitude and courage.” Give an incident from the lives of Agis or Cleomenes to prove this.
3. What do you know of the work of (a), the Urban District Council, (b), the County Council?

### Geography

1. Give a sketch map of Mexico. Write notes on the chief cities and natural features.
2. How did the traditions and pursuits of “North” and “South” influence the outbreak of the American Civil War?
3. Explain (a), the origin of ordinary springs, and, (b), the nature of an Artesian well (diagrams).

### Natural History.

1. Compare the skeleton of a bat with a bird (diagram), and describe the characteristic features and habits of bats.
2. What do you know of the characteristic features of mountain limestone? Describe any you have seen.
3. Describe fully, with drawings, a flower belonging to each of the four orders you have studied this term.

### General Science.

1. Explain and illustrate what is meant by the idea that “heat is motion.”
2. “Newton’s law of gravity takes account of distance but not of time.” Illustrate from (a), a choir, (b), a thunderstorm, how Einstein has considered the question of time.

### Physiology and Hygiene.

Show, by means of a diagram, the chief organs of the digestive system. What facts would you bear in mind when arranging a day’s meals?

### Picture Study and Architecture.

1. Describe Titian’s “Gloria.”
2. Write a short account of early Christian architecture.

### French.

1. Write, in French, a dialogue between M. Jourdain and one of his instructors.
2. Read “Les Eléphants” (p. 45, *Recueil de Poèmes*, Vol. II.). Write a description of the scene in French prose.
3. Give examples and rules for the use of the following tenses,—(a), Le Passé Composé, (b), le Plus-que-Parfait, (c), Le Passé Antérieur.

### Latin.

1. Write the Present Tense Indicative Active of “dico” and “video”; the Imperfect Indicative of “sum.”
2. Translate: (1) Lead (singular) the sailors to the river. (2) Do not fear the wolf. (3) They say that the queen is coming. (4) You and I are writing a letter. (5) The rivers and woods are great.



3. (a), Translate *Limen*, Ex. XX., page 38 (Per silvam . . . non baculum). (b), Read the Latin of the passage translated, then write a narration in Latin.

German.

1. Describe, in German, an incident from *Kalif Storch*.
2. Write from dictation p. 110 (Siepmann), "Eines Tages . . . zuerst nehmen."
3. Use the following conjunctions in sentences,—während, dann, indem, als, darum, also, wenn,

or, Italian.

1. Ask and answer, in Italian, five questions about your house, or, garden.
2. Explain the uses of the Personal Pronouns in Italian: give examples.
3. Translate into Italian Exercise B on p. 9 of *Italian Lessons and Readings*.

Arithmetic

1. What annual income will be derived from £2550 of  $4\frac{3}{4}\%$  stock?
2. What must be paid for £1425 of 5% stock at 95?
3. Find the Banker's Discount on a bill of £585 drawn on July 21st at 6 months, and discounted on 31st August at 5% (add 3 Days of Grace).

Geometry.

1. Find the locus of points equidistant from two intersecting straight lines, giving proof.
2. A fixed point A is 7 cm. distant from O the centre of a circle of 3 cm. radius. Find by loci two points 5 cm. distant from A and 1 cm. measured radially from the circumference.
3. The medians of a triangle meet at a point which is a point of trisection of each median.

Algebra.

1. Solve the equations:  $\begin{cases} 3x+11y=9. \\ 11x+3y=5. \end{cases}$
2. One number exceeds another by 7, and the sum of the two numbers is 5 times their difference. Find the numbers.
3. A man walks 10 miles in 2 hours. Make a graph to show his rate. From this calculate how far he has gone in 2 hours 24 minutes.

Drawing.

1. A sketch, in colour, of part of the house or garden in sunlight.
2. Two memory sketches of figures playing (a), tennis, or, (b), cricket.

Musical Appreciation.

1. What (a), songs, (b), instrumental music by Purcell have you heard? What do you specially notice about his music?

Recitations.

Father to choose two Bible passages and a poem.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

**The Summer Examination is optional.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.